

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **HAWKEYE COMMUNITY COLLEGE**

February 12, 2007

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Academic  
Quality Improvement  
Program

The Higher Learning Commission **NCA**

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## EXECUTIVE SUMMARY FOR HAWKEYE COMMUNITY COLLEGE

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Hawkeye Community College's** achievements and to identify challenges yet to be met.

Category One– HCC's outcomes-based curriculum, supported by common student outcomes for the AA, AS, and AGS degrees, and the assessment matrix provides a solid foundation for assessment of student learning with the goal of helping students learn. HCC has the opportunity to build on this foundation by investigating processes to obtain, analyze and communicate direct measures of student learning and trending, benchmarking, and comparing these measures with peers.

Category Two– Workforce and economic development activities are the primary distinctive objectives for the college. The activities provide a substantial and vital role in the relationship between the college and community and produce many benefits for the college.

Category Three– The College has a variety of methods, some formal and some informal, for identifying the needs of key stakeholder groups. However, more attention needs to be paid regarding the measures to assess the level of performance in this area. In addition, the College needs to focus on benchmark and comparative data analyses to further assess its performance relative to peers and competitors.

Category Four– HCC has implemented systemic processes for hiring, employee orientation, and planning for staffing changes. The College offers and supports a variety of professional development programs to meet the needs of staff and faculty. The WorkplaceLean and HIP grants in particular enable the development of a high performance organization. Benchmarks and comparative data are still needed in order to assess the effectiveness of the College's processes.

Category Five– The College aligns leadership and communication throughout its planning, decision-making, and employee evaluation processes. The results of leadership and communication included the passage of the \$25,000,000 bond issue. There is a lack of attention to defining specific measures of performance related to

leading and communicating. The College also may benefit from establishing benchmarks for comparisons with other institutions.

Category Six– Hawkeye Community College invests considerable effort and resources in institutional operations to support students and other stakeholders and provide an environment in which learning can thrive. The College recognizes the need to document and evaluate the effectiveness of the processes affecting these operations.

Implementation of the Strategic Plan along with implementation of new information technology systems creates opportunities for the College to improve processes and advance organizational learning and collaboration.

Category Seven– The conversion to Datatel Colleague has facilitated the process of reviewing and identifying the data and information needs of all departments, and provides opportunities to improve the processes associated with measuring and improving effectiveness. There is a lack of attention to defining specific measures of performance related to effectiveness. The College also may benefit from establishing benchmarks for comparisons with other institutions.

Category Eight– The College has developed and implemented processes to select short-term and long-term strategic goals and developed action plans to support these goals. There is no evidence of measures for the effectiveness of the planning process and the collection of comparative data.

Category Nine– HCC has established mutually beneficial relationships with high schools, four-year colleges, local employers, businesses and industries, and public agencies which have produced positive results for the college. However, the College has not established measures by which to assess the effectiveness of their approaches to these relationships as well as internal relationships. Once measures are established, the College could seek benchmark and comparison data from peer institutions to accurately gauge their progress.

Accreditation issues and Strategic challenges for **Hawkeye Community College** are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

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## ELEMENTS OF HAWKEYE COMMUNITY COLLEGE'S FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

**Executive Summary.** Summative statements agreed upon by the Systems Appraisal Team based upon the institution's achievements and challenges in regards to each of the nine AQIP Categories. Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

**Strategic and Accreditation Issues Analysis:** Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If

accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

**Critical Characteristics:** Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

**Category Feedback:** The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report. At the end of the list of strengths and opportunities for each Category is the team's consensus assessment of the institution's stage of development on that particular Category. This section consists of a series of statements reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

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## STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These

are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

**Issues Affecting Compliance with the *Criteria for Accreditation*.** An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institutions under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Hawkeye Community College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the *Criteria* will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

**Issues Affecting Future Institutional Strategies.** The Systems Appraisal Team identified the following strategic issues to assist Hawkeye Community College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Hawkeye Community College will discuss these strategic

issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

While HCC indicates that it is gathering, analyzing, and using data from multiple sources for making improvements, in many areas evidence is not provided that results from processes are systematically used to monitor the effectiveness of processes or to drive improvement. In particular, it is not clear how comparisons are made to other institutions or to historical trends. Without the use of benchmarks or tracking results over time, the College will be challenged to set improvement targets for processes and results. In order to use data effectively to improve continuously, the institution will need a more systematic approach to collecting data, including tracking trends over time and comparing HCC to other institutions.

The curriculum assessment and outcomes mapping AQIP project has created the infrastructure for assessment of student learning by developing a set of common student learning outcomes in the arts and sciences that complement the competencies in the career and technical programs. HCC describes an assessment matrix that defines the broad array of processes used by the College to assess student achievement. However, no consistent documented record of assessment results exists. HCC should build on their recent efforts by creating processes for collecting, reporting, and providing documentation on the use of assessment results to improve student learning. Without such structures, the institution will be challenged to provide evidence that it meets accreditation Criterion Three: Student Learning and Effective Teaching, specifically Core Component A.

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## **USING THE FEEDBACK REPORT**

The AQIP *Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

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## **CRITICAL CHARACTERISTICS ANALYSIS**

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Hawkeye Community College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized

and knew what makes Hawkeye Community College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

**Item Critical Characteristic**

- O1a Hawkeye Community College was created in 1966 as the College Hawkeye Institute of Technology. In 1992 the Iowa State Department of Education approved the change in mission to embrace the comprehensive community college mission. The Board voted in 1993 to officially change the name to Hawkeye Community College.
- O1b HCC is publicly supported and serves ten counties in northeast Iowa historically known for agriculture and heavy industry with a service area population of 207,000.
- O1c HCC is governed by an elected Board of nine trustees which employs policy governance, in which the Board's Ends Policies focus on outcomes not the methods by which these results are achieved.
- O1d The entire region has adopted a unified identity as "The Greater Cedar Valley" that has identified Hawkeye Community College as a key supplier of an educated workforce, a supplier of workplace training and the greatest supplier of community college transfer students to the University of Northern Iowa.
- O1e The mission of Hawkeye Community College is a globally informed community of successful lifelong learners
- O2a HCC awards certificates, diplomas, AA, AS, AAA, and AAS degrees, runs an adult high school, awards high school and GED equivalency diplomas and teaches adult basic education, and English as a second language.
- O2b The Center for Business and Industry serves business and industry training and retraining, both for credit and non credit. The Community Service department provides professional continuing education, certifications, personal interest programming, and training programs such as paramedic and certified nursing assistant. The Workforce Development department administers the federal Workforce Investment Act (WIA) programs and the state Promise Jobs (PJ) program.

- O3a Only about 7.7% of the population identifies itself as other than white. The immediate metropolitan area served by the college is approximately 11% minority. Eleven percent of credit students enrolled in fall 2005 identified themselves as minorities. Waterloo is also home to more than 5,000 Bosnian immigrants who are not counted among the minority population.
- O3b A large component of developmental education is required to meet the needs of stakeholders (FY2006 = 2,500 duplicated headcount).
- O3c The College's credit student population is overwhelmingly of traditional age [24 and younger] at 73%. However, there is a significant difference in the general studies student population which is 82% traditional age, compared to the workforce and technical students who are 64% traditional age. The ratio of female/male students, 57%/43% respectively.
- O3d The total unduplicated credit headcount in FY2006 was 7,837, a 28% increase since 2001. HCC had 23,039 non-credit students, 1,496 ABE, GED, and ESL students while 12% of the total headcount are dually enrolled high school students. Full-time students make up 61% of the College's credit student enrollment, which is consistent with the College's historic enrollment pattern.
- O3e HCC has identified the following key student and stakeholder groups workforce and technical students, arts and sciences transfer students, high school students taking college level courses, businesses and industries that contract for specialized training, professionals who need continuing education certifications, students of mandated programs such as required courses for drunk drivers, driver improvement, and school bus safety, and individuals who are pursuing education for personal interest and satisfaction.
- O3f Key stakeholder requirements include: cost-competitive educational choices, quality of education, personal attention, hands-on training, quickness of response to changing needs, flexibility to package programming to meet the needs of individuals and employers, convenience (time, place, mode of delivery by online, traditional, at community sites).

- O3g The College has always struggled to establish a strong on campus evening program. Students' family and work responsibilities compete strongly for this time slot. As the number of online courses has increased, evening enrollments have decreased.
- O4 The College identifies its chief collaborations as being with college and universities, K-12 school districts, business and industry, governments and governmental agencies, economic development organizations, and service organizations. The College's strategic plan identifies several collaborative initiatives.
- O5a HCC has 518 faculty (115 Full-time Faculty, 42 Regular Part Time Faculty, 133 Adjunct Faculty, 228 Continuing Education Faculty), and 18 Administrators supported by 229 staff (181 full time and 48 part time). Employment levels within these classifications have been stable for the past several years with growth only in part time adjunct and continuing education faculty. Of 290 full time, regular part time, and adjunct faculty, 15 have doctorates and 127 have masters or specialist degrees.
- O5b Employees labeled "Classified Bargaining" are represented by the United Electrical, Radio and Machine Workers of America UE Local 855 while staff described as "Classified non-bargaining" are considered confidential employees, exempt by Iowa Law from collective bargaining representation. Full-time and regular-part-time (up to 12 credits per semester) faculty is represented by HPEA (Hawkeye Professional Educator's Association). The faculty master agreement is a three year agreement that runs through August 2007. Faculty have chosen to abandon the traditional confrontational bargaining process and have adopted Interest Based Bargaining, which has become a more conversational and problem solving approach to faculty and administration bargaining issues.
- O5c Career/Technical faculty are 70% of the faculty, while career/technical students are 53% of the total but career/technical faculty have a higher student contact hour load, frequently 35 hours per week or more. These differences create a degree of tension with arts & sciences faculty, particularly because the majority of campus facilities and the majority of college equipment dollars are allocated to career/technical education.
- O6a HCC's main campus in Waterloo sits on 320 acres and includes eleven major classroom and administrative buildings, a farm, and its agricultural buildings. The Foundation owns an additional 97 acres adjacent to main campus. The Metro Center near Waterloo's city

center facilities serve ABE, GED, ESL and High School students who are at risk of dropping out of school. The Center for Business and Industry and Hawkeye Technical Access Center, [H-TAC], that concentrates on provision of high-end computer training are located in the state-of-the-art Cedar Falls Industrial and Technology Park, located 11 miles from the main campus.

- O6b The main campus and the Center for Business and Industry are served by the Iowa Communications Network (ICN). ICN is connected to every high school in the state, every college, every state agency, and dozens of public libraries. The College maintains five Educational Broadcast Service (EBS) classrooms in five county seat town high schools, in each of its off campus centers, and in eleven nursing homes in mostly rural northeast Iowa.
- O6c In 2003 the College established a center in Independence. This is the only significant facility outside the immediate Waterloo-Cedar Falls metropolitan area.
- O7a Although slow to convince employees, the college now sees itself in a competitive market . HCC considers itself vulnerable to competition from the 4 bordering Iowa community colleges, The University of Northern Iowa, the Waterloo branch campus of Upper Iowa University, Hamilton College's facility in the Cedar Falls Industrial Park, Allen College in Waterloo, online course providers, as well as area businesses with training or work opportunities.
- O7b Fall enrollment exceeded 5,000 for the first time in 2002 and reached 5,800 in fall 2006. Despite its rapid growth since adopting its arts and sciences transfer mission, the majority of credit hours taken by students are still in the technical programs. HCC is fourth in enrollment among community colleges in Iowa.
- O7c A new casino is being completed within two miles of the campus and will initially employ 900 individuals in 2007. These jobs may compete for the interest of students, but the College is working cooperatively with the casino management to provide training and additional education to its employees.
- O8a The College is undergoing a significant change in leadership. A new President was installed in July 2005 and a new Vice President for Academic Affairs was hired January 2006, a new Vice President for Administration and Finance was hired April 2006, and a

new vice president position was created and filled in July 2006 for College Advancement. Additional key senior administrators are leaving the College through retirement throughout 2006, and a senior dean was lost through death in 2006. In addition, nearly a third of the faculty are nearing retirement age.

- O8b Hawkeye Community College resides in one of the most diverse communities in the state of Iowa. The College added a new position, Associate Director of Multicultural Affairs, July 2006 to recruit and bring success to greater numbers of minority and at-risk students.
- O8c The success of a June 10, 2003 \$25,000,000 facilities and infrastructure bond issue has enhanced the College's ability to continue to meet its constituents' needs for traditional face-to-face delivery of education and training and to extend delivery through online instruction.
- O8d HCC hired its first full-time director of the Brobst Center for Teaching and Learning Services in July 2005. An on-going need to do a better job of training teachers, in general, and training them to use instructional technology tools is evident. Additionally, an initiative to provide quality service training to all employees at least once each calendar quarter was launched in 2005 and has been sustained. Center for Business and Industry brought its WorkplaceLean training to staff who are applying its principles of improvement to the student registration process.
- O8e The demand for both credit and non-credit training is growing among area businesses. Center for Business and Industry staff members have identified an opportunity to help business and industry "Grow Their Own" by creating special program and degree tracks for business and industry's existing employee base.
- O8f The demand for college level instruction within the traditional high school classroom and within the traditional school day is growing. The evolving partnerships between Hawkeye and area school districts are one of significant growth potential because of funding incentives by the Iowa legislature.
- O8g The college culture is one that supports slow decision-making. The institutional culture needs to become more problem-solving oriented with a cross functional team focus that naturally turns to its strategic plan and AQIP initiatives for guidance through a data-driven decision-making process.

- O8h There is little student life in the form of athletics or clubs.
- O8i HCC is completing a transition from a legacy mainframe system to Datatel Colleague to manage its financial resources, human resources, academic programs, and student records. The College as a whole faces a serious and immediate vulnerability relating to this change. The capability needs to be rebuilt and wide-spread staff capability to extract and analyze data from the system must be developed.
- O8j Since 2001 the College has worked to reduce the tuition and fee burden on its students from one of the highest in the state to the state average.
- O8k The College's lack of evening and weekend programming in career and technical education leaves it particularly vulnerable to competition from private institutions and online education which may capture the market share of evening and weekend students because of their flexible nature and business need response attitude.
- O8l Competition for students in the first two years of a four-year degree is accelerating. There is concern that this competition may lead to less cooperation among the community college and four-year institutions.

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## CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these "strengths and opportunities" sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

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## **AQIP CATEGORY 1: HELPING STUDENTS LEARN**

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:**

***Item    Critical Characteristic***

- O1e    The mission of Hawkeye Community College is a globally informed community of successful lifelong learners
  
- O2a    HCC awards certificates, diplomas, AA, AS, AAA, and AAS degrees, runs an adult high school, awards high school and GED equivalency diplomas and teaches adult basic education, and English as a second language.
  
- O2b    The Center for Business and Industry serves business and industry training and retraining, both for credit and non-credit. The Community Service department provides professional continuing education, certifications, personal interest programming, and training programs such as paramedic and certified nursing assistant. The Workforce Development department administers the federal Workforce Investment Act (WIA) programs and the state Promise Jobs (PJ) program.
  
- O3b    A large component of developmental education is required to meet the needs of stakeholders (FY2006 = 2,500 duplicated headcount).

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1C1	S	The outcomes-based curriculum is supported by student core values requirements in the areas of oral and written communication, social sciences and humanities, math and science. Course guides are developed around Bloom's Taxonomy and required to use performance verbs that uphold the college's expectation of demonstrated mastery of the curriculum, along with expectations of the student and the instructor in compliance with the College's stated goals.
1P1a	S	Arts & Sciences faculty completed an AQIP Action Project in 2006 that resulted in the identification of common student outcomes for the AA, AS, or AGS degrees and the entire Arts & Sciences curriculum were mapped to these outcomes.
1P1b	OO	Other than a list of general education course requirements, there is no evidence that "common student learning outcomes are determined at the institutional level for general education outcomes that apply to all students, according to the degree that is sought." Common student learning outcomes should be explicit to increase their likelihood of being attained and addressed in the curricula for all degrees.
1P2	S	The Curriculum change process is overseen by the Curriculum Committee and the Vice President of Academic Affairs. It is supported through posted documents including <i>How to Change the Curriculum</i> , <i>Submitting Program Approval Requests</i> , and <i>CurricUNET</i> used by faculty to facilitate curricular change processes electronically. The change process, including the development and removal of programming is monitored by enrollment, graduates, industry demand and cost.

- 1P3 O While student preparation is assessed by COMPASS or ACT before entry into specific programs, it is not clear how the level of student preparation necessary for success in these programs is determined.
- 1P4 S Multiple methods of communication are used to inform students and their parents of requirements of specific programs of learning. These include the college catalog, high school recruitment visits, *Focus on Friday*, new student orientation, the *Stall Street Journal* postings, direct mailings, and course syllabi. Supporting activities include developmental coursework offerings, an Introduction to College course, tutoring services, and the TRiO program for first generation at-risk students.
- 1P5a O HCCs students could benefit from more clearly defined processes to select programs of study that match their needs, interests, and abilities.
- 1P5b O Placement into developmental courses is not mandatory unless the degree or program of study the student desires has defined entrance requirements. The orientation program and the Introduction to College course are not required. As a result, students may begin their college careers with varying degrees of preparedness.
- 1P6a S HCC documents effective teaching and learning through licensing results (reported to the Board), employer satisfaction surveys, student surveys, and the success rate of students who transfer to the University of Northern Iowa. This provides feedback from multiple viewpoints.
- 1P6b OO HCC might benefit from careful review of its assessment system. The universal practice throughout the College to document effective teaching and learning consists of linking student assessment with the official course guides and syllabi with students who earn grades of C or higher considered proficient in expected outcomes. Grades are not considered valid measures of student learning and do not provide adequate opportunity to analyze the degree to which each objective is being met. In addition employer satisfaction surveys, student surveys, and transfer rates provide important information but are not direct measures of student

learning. These tools provide a foundation upon which HCC can expand and continue to evolve its assessment efforts.

- 1P7a        S        In conjunction with an AQIP Action Project, HCC has employed enrollment pattern analysis and input from students to schedule courses at times and in formats e.g. Minimesters or 4 and 8 week classes that support efficient course delivery
- 1P7 b        O        The college does not have a clear process for examining the effectiveness of course delivery beyond scheduling. Issues such as the effectiveness of delivery modalities do not appear to be considered in any systematic fashion.
- 1P8         O        Curriculum monitoring occurs most frequently and independently at the individual instructor and department level. HCC might benefit from developing processes to systematically incorporate assessment data into the evaluation process.
- 1P9         S        The College begins assessment of student and faculty learning support needs during the application, testing, and registration processes and continues those assessments through such functions as the TRiO Student Support Services (SSS), the Metro Center, one-on-one activities such as personal tutoring and Special Needs assistance, technology support through telephone, email, and computer laboratories, and an array of Student Development Services. Specific to faculty is the Brobst Center for Teaching and Learning services which provides resources and support for faculty development and innovation.
- 1P10        S        HCC has linked co-curricular activities to common student learning outcomes, ensuring alignment of the activities to outcomes.
- 1P11a       S        An assessment matrix defines the array of processes used by the College to assess student achievement, ranging from individual student outcome assessment to College-wide instruments such as CCSSE
- 1P11b       O        HCC's assessment matrix is a good foundation for assessment of student learning as is data from CCSSE. These indirect measures need to be

extended by an analysis of data from direct measures of student learning tied to specific learning outcomes for all sections of a course or for all students completing a program.

- P12 S Assessments are done at entry, within and at end of term, and end of program, including licensure exams, graduate surveys and employer satisfaction surveys and transfer reports. Tools used are defined within an assessment matrix that also indicates the target audience, distribution of results, use of the results, responsible persons or departments, and the timeline for implementation of the tool.
- 1P13 OO HCC collects many types of information related to performance but developing processes to aggregate, analyze and communicate the results might assist in identifying program and institution-wide trends and issues.
- 1R1 OO Student surveys are an initial step in determining how effectively graduates have accomplished institutional student learning outcomes, but they are not a substitute for direct measures of student learning. HCC should be able to aggregate results from courses to be able to develop measures or identify other opportunities where these outcomes can be assessed through obtaining, analyzing and communicating appropriate data.
- 1R2 OO Employer surveys after hiring graduates and advisory committee feedback provide indirect evidence of student learning while licensure board and certifying exams provide direct evidence for a limited number of students. HCC might benefit from developing processes to obtain, analyze and communicate direct measures that demonstrate students have acquired the knowledge and skills base required by the institution and its stakeholders.
- 1R4 OO HCC recognizes it would benefit from improvement of processes for trending, benchmarking, and comparison with peers.
- 1I2 O It is not clear from the information provided how targets are set for improvement.

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## **AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

*Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:**

***Item    Critical Characteristic***

- O1d    The entire region has adopted a unified identity as "The Greater Cedar Valley" that has identified Hawkeye Community College as a key supplier of an educated workforce, a supplier of workplace training and the greatest supplier of community college transfer students to the University of Northern Iowa.
  
- O2b    The Center for Business and Industry serves business and industry training and retraining, both for credit and non credit. The Community Service department provides professional continuing education, certifications, personal interest programming, and training programs such as paramedic and certified nursing assistant. The Workforce Development department administers the federal Workforce Investment Act (WIA) programs and the state Promise Jobs (PJ) program.
  
- O4    The College identifies its chief collaborations as being with college and universities, K-12 school districts, business and industry, governments and governmental agencies, economic development organizations, and service organizations. The College's strategic plan identifies several collaborative initiatives.
  
- O8e    The demand for both credit and non-credit training is growing among area businesses. Center for Business and Industry staff members have identified an opportunity to help

business and industry "Grow Their Own" by creating special program and degree tracks for business and industry's existing employee base.

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2C1-2	S	HCC's programs for workforce development and economic development, Hawkeye Community College Workforce Development and Hawkeye Community College Center for Business and Industry are aligned with institution's mission, vision, and philosophy and are directly supported by the Board of Trustees policies.
2P1	O	While the college has a strong commitment to workforce development through the boards of HCC and Region 7 Workforce Investment Act in addition to city, county, business and industry, economic development and school district boards and organizations, it is unclear how new and different distinct objectives are determined beyond workforce development.
2P2	S	HCC has integrated workforce development objectives into the college's strategic planning processes. The planning process provides the infrastructure for resource allocations and assessment of objectives. These objectives are reinforced through President's Council, the Vice President of Academic Affairs Deans and Directors meetings, and industry meetings. Meeting minutes that are distributed, and news releases are used to manage external and internal communications regarding institutional objectives.
2P5	S	Indicators measuring accomplishments related to other distinctive objectives are regularly captured through surveys, case management systems, and performance goal attainment. HCC Workforce Development regularly assesses seventeen Workforce Investment Act Performance Goals and the Center for Business and Industry conducts a satisfaction

survey with each employer and regularly collects data on four State of Iowa economic development programs.

- 2R1            SS    The Center for Business and Industry has continually increased its contract hour offerings and companies served since 2000. The Center has experienced a 36% growth in computer, safety, leadership, quality, mechanical and electrical skill development activities since 2004. The College is currently the lead agency to coordinate communication and client referral among the ten workforce partner agencies and in 2005 set a state record for company expansion.
- 2R2            O    The College selects peer institutions for comparison through filings with the Iowa Department of Education, Iowa Workforce Development, and Iowa Department of Economic Development. While the college states that it performs as well or better than peer institutions, it heavily discounts the value of using these data either longitudinally or comparatively. This may indicate an opportunity to develop new valid and reliable measures that can be used longitudinally or comparatively.
- 2R3            S    The College's workforce and economic development activities have led to increased public visibility and increased participation in economic development organizations. Strong connections with the public are important to the College accomplishing its mission.
- 2I 2            O    HCC has developed a strong Center for Business and Industry that is an asset to business and industry in the community. Although workforce and economic development are subject to the same systematic planning parameters as all other areas of the College, it is unclear how specific improvement priorities are determined. It will be important to analyze strengths and opportunities for improvement in the current system and target specific improvement priorities and communicate these to all areas of the college.

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### **AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**

*Understanding Students' and Other Stakeholders' Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:**

***Item Critical Characteristic***

- O3b A large component of developmental education is required to meet the needs of stakeholders (FY2006 = 2,500 duplicated headcount).
- O3c The College's credit student population is overwhelmingly of traditional age [24 and younger] at 73%. However, there is a significant difference in the general studies student population which is 82% traditional age, compared to the workforce and technical students who are 64% traditional age. The ratio of female/male students, 57%/43% respectively.
- O3e HCC has identified the following key student and stakeholder groups workforce and technical students, arts and sciences transfer students, high school students taking college level courses, businesses and industries that contract for specialized training, professionals who need continuing education certifications, students of mandated programs such as required courses for drunk drivers, driver improvement, and school bus safety, and individuals who are pursuing education for personal interest and satisfaction.
- O3f Key stakeholder requirements include: cost-competitive educational choices, quality of education, personal attention, hands-on training, quickness of response to changing needs, flexibility to package programming to meet the needs of individuals and

- employers, convenience (time, place, mode of delivery by online, traditional, at community sites).
- O4 The College identifies its chief collaborations as being with college and universities, K-12 school districts, business and industry, governments and governmental agencies, economic development organizations, and service organizations. The College's strategic plan identifies several collaborative initiatives.
- O8b Hawkeye Community College resides in one of the most diverse communities in the state of Iowa. The College added a new position, Associate Director of Multicultural Affairs, July 2006 to recruit and bring success to greater numbers of minority and at-risk students.
- O8f The demand for college level instruction within the traditional high school classroom and within the traditional school day is growing. The evolving partnerships between Hawkeye and area school districts are one of significant growth potential because of funding incentives by the Iowa legislature.

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3P1a	S	The institution assesses the external and internal environment to determine students' and other stakeholders' needs. Evidence of needs is gathered through research data, personal contact, and anecdotes. In particular, analysis of demographic data is a focus of the institution, particularly with regard to high school graduates.
3P1b	O	Since HCC uses informal and anecdotal evidence the institution might benefit from developing a system for recording and analyzing and sharing anecdotal information.
3P2	S	HCC's efforts toward building and maintaining a relationship with its students focuses on providing quality customer service, communicating

through a variety of media and processes, and providing events and activities for students' enjoyment. Quality service workshops, WorkplaceLean training, and Value Stream Mapping are deployed to improve customer service. These quality approaches are being integrated into the institution by the employees in a variety of areas including the Welcome Desk, personal counseling, admissions and advising, academic support services, and library reference services.

- 3P3 O HCC documents how it identifies the changing needs of students and other stakeholders through assessment of internal and external environments and anecdotal evidence. However, there is a lack of documentation as to how the College analyzes the information attained and makes decisions based on it, making it unclear how this information is actually used.
- 3P3, 5 S HCC has developed a variety of formal and informal processes to identify changing student and other stakeholder needs. Identification of stakeholder needs is integrated into the institution's strategic plan and three-year departmental plans. The use of this information in the institution's planning process suggests an organization this is focused on the needs of its key stakeholders.
- 3P4 S HCC uses a variety of strategies to provide quality customer service and develop positive relationships with students and other stakeholders. These relationships are built and maintained through a variety of activities, including personal face-to-face contacts, electronic communications, written communications, and specially designed events for specific target populations.
- 3P6 S HCC has established the Helios Feedback System to actively solicit student and public feedback, to direct feedback to appropriate departments, and to provide systemic record keeping. This approach provides information and trends from stakeholders who might not otherwise speak out.

- 3P7a S The institution systematically deploys throughout the organization a variety of satisfaction measures such as ACT Faces of the Future Survey, ACT Student Opinion Survey, CCSSE Survey, National Community College Benchmark Project, and Employer Satisfaction Survey. Results are analyzed throughout the College including the departmental level. Departments also deploy a variety of satisfaction measures (e.g., mid-course surveys, end-of-course surveys, Advisory Board surveys, COMPASS testing survey, academic support surveys, etc.). The deployment of surveys suggests that the institution uses information for decision-making and values its stakeholders.
- 3P7b OO While the College gathers multiple satisfaction measures, the College recognizes the opportunity “to aggregate results into a single stakeholder satisfaction report, thereby establishing self-benchmarks.”
- 3P7c O Satisfaction measures are primarily targeted at students, but also include employers (including advisory boards), parents, and Foundation friends. There is no evidence that HCC’s other stakeholders -- community organizations and school districts/counselors – have an opportunity to provide similar feedback.
- 3R1 SS The institution tracks trends with regard to student opinion and satisfaction. Faces of the Future results indicate 85% of incoming students were satisfied or very satisfied with their experiences during 2002 – 2005. Graduating students’ satisfaction with teaching quality improved during 2002 – 2005.
- 3R2 SS External factors concerning state funding and the decline in the number of high school students in the institution’s service area encouraged the institution to track transfer student persistence at the local university. The percentage of the institution’s transfer students improved from 48% in fall 1996 to 67% in fall 2005. The number of the institution’s completers also increased during this time period.
- 3R3 O The College does not apply formal stakeholder satisfaction measures. Without a systematic approach to measuring stakeholder satisfaction, the

College cannot be sure which of its approaches are providing the most effective results.

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| 3R4  | SS | The College has excellent results that demonstrate overall general stakeholder support, such as passing a \$25 million bond issue and a \$12 million Plant Levy approval. Increased Foundation donations and successful bond issues and tax levies indicate strong community support for HCC.  |
| 3R5  | O  | The institution is beginning to identify benchmarks to determine improvement in student satisfaction. The identification of gaps in the Community College Survey of Student Engagement targets is a practice that the institution may deploy to improve with other benchmark data.   |
| 3I1a | S  | The College has made significant progress in implementing improvement efforts related to student and stakeholder needs. WorkplaceLean training, a current AQIP Action Project, unites employees to work across department lines to streamline processes and maximize value to students and stakeholders. The Brobst Center for Teaching and Learning Services provides workshops, courses, and other activities to address improvement in teaching and learning systems. |
| 3I1b | O  | While HCC documents an impressive list of processes to improve its ability to meet the needs of its students and other stakeholders; it does not document the connection between the initiation and ongoing function of these processes and the data and information resulting from student/stakeholder satisfaction measures and student/stakeholder relationships.   |

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#### **AQIP CATEGORY 4: VALUING PEOPLE**

*Valuing People* explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics;

recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:**

***Item Critical Characteristic***

- O5a HCC has 518 faculty (115 Full-time Faculty, 42 Regular Part Time Faculty, 133 Adjunct Faculty, 228 Continuing Education Faculty), and 18 Administrators supported by 229 staff (181 full time and 48 part time). Employment levels within these classifications have been stable for the past several years with growth only in part time adjunct and continuing education faculty. Of 290 full time, regular part time, and adjunct faculty, 15 have doctorates and 127 have masters or specialist degrees.
- O5b Employees labeled “Classified Bargaining” are represented by the United Electrical, Radio and Machine Workers of America UE Local 855 while staff described as “Classified non-bargaining” are considered confidential employees, exempt by Iowa Law from collective bargaining representation. Full-time and regular-part-time (up to 12 credits per semester) faculty is represented by HPEA (Hawkeye Professional Educator’s Association). The faculty master agreement is a three year agreement that runs through August 2007. Faculty have chosen to abandon the traditional confrontational bargaining process and have adopted Interest Based Bargaining, which has become a more conversational and problem solving approach to faculty and administration bargaining issues.
- O5c Career/Technical faculty are 70% of the faculty, while career/technical students are 53% of the total but career/technical faculty have a higher student contact hour load, frequently 35 hours per week or more. These differences create a degree of tension with arts & sciences faculty, particularly because the majority of campus facilities and the majority of college equipment dollars are allocated to career/technical education.

- O7a Although slow to convince employees, the college now sees itself in a competitive market. HCC considers itself vulnerable to competition from the 4 bordering Iowa community colleges, The University of Northern Iowa, the Waterloo branch campus of Upper Iowa University, Hamilton College's facility in the Cedar Falls Industrial Park, Allen College in Waterloo, online course providers, as well as area businesses with training or work opportunities.
- O8a The College is undergoing a significant change in leadership. A new President was installed in July 2005 and a new Vice President for Academic Affairs was hired January 2006, a new Vice President for Administration and Finance was hired April 2006, and a new vice president position was created and filled in July 2006 for College Advancement. Additional key senior administrators are leaving the College through retirement throughout 2006, and a senior dean was lost through death in 2006. In addition, nearly a third of faculty are nearing retirement age.
- O8d HCC hired its first full-time director of the Brobst Center for Teaching and Learning Services in July 2005. An on-going need to do a better job of training teachers, in general, and training them to use instructional technology tools is evident. Additionally, an initiative to provide quality service training to all employees at least once each calendar quarter was launched in 2005 and has been sustained. Center for Business and Industry brought its WorkplaceLean training to staff who are applying its principles of improvement to the student registration process.
- O8g The college culture is one that supports slow decision-making. The institutional culture needs to become more problem-solving oriented with a cross functional team focus that naturally turns to its strategic plan and AQIP initiatives for guidance through a data-driven decision-making process.

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4C4	S	The College is currently employing a system-wide quality service training initiative that is required of all staff. As the College completes the

implementation of Datatel Colleague as its information management system, this system-wide training initiative must be sustained to ensure quality processes at the institution.

- 4P1a S The Human Resource office incorporates input from multiple stakeholders when developing descriptions for college positions.
- 4P1b O It is unclear how hiring processes make certain that new hires meet the qualifications and requirements detailed in college position descriptions.
- 4P2a S HCC has implemented systematic processes for hiring, employee orientation, and planning for staffing turnover,
- 4P2b O Opportunities exist to develop a more in-depth and consistent employee orientation.
- 4P3 S The WorkplaceLean, Quality Service Training, and HIP grant initiatives enable the development of a high performance organization and reward and encourage innovation.
- 4P4a S HCC offers and supports multiple opportunities for professional development to meet the needs of faculty and staff.
- 4P4b O It is unclear how the effectiveness of training activities is measured.
- 4P5a S Training needs are identified and integrated with the College's strategic planning activities.
- 4P5b O The level of involvement of internal stakeholders in determining training needs is unclear.
- 4P6 S Full-time and part-time faculty are evaluated in accordance with the HPEA agreement. Staff are evaluated annually by their immediate supervisor.
- 4P7a S Criteria for employee recognition are well defined and include service to students, the institution, and the position. Information about recipients is communicated throughout the organization through print and electronic publications.

- 4P7b O The relationship between faculty evaluations and reward systems is unclear. Without such alignment faculty may not be rewarded or recognized for significant accomplishments related to student learning.
- 4P8 O While motivational issues may be discussed in several forums, it is unclear how actions are selected and “analysis of results generally does not occur except in bargaining sessions.” As a result, it is difficult to know whether or not motivation issues have improved.
- 4P9 S A comprehensive employee benefit package is provided by the College.
- 4P9-4P10 O Analysis and use of measures related to valuing people, especially related to employee satisfaction, are not described, suggesting that a limited understanding of employee needs may exist.
- 4R1a S HCC cites interest in improving the performance evaluation system, high retention rates, survey results identifying HCC as one of the top 25 best employers, and a dramatic increase in the number of employees contributing to the Foundation as evidence of a culture that values employees.
- 4R1b O While there are many opportunities for faculty and staff development and rewards for excellence and innovation, there are no direct measures of employee satisfaction. Employee evaluations provide important information but do not solicit data about faculty or staff satisfaction.
- 4R2 O Although changes have been made in the staff performance evaluation process, it is unclear if these changes resulted in quality improvements. The staff evaluation process might be further extended so that faculty and staff evaluations and annual goals could be tied to the College’s strategic priorities to promote a unified effort toward completion of these priorities.
- 4R3 O Although student and employer satisfaction survey results and enrollment growth suggest that the College is providing the services needed to employees and stakeholders, there is a lack of results for some measures and there is no indication of how the results are used. This makes it difficult to assess productivity and effectiveness of the College’s employees.

- 4R4            O        The College has few results related to the processes for Valuing People, and has no benchmarks, peer comparisons, or trend data to report. Without these measures, the college will be challenged to measure continuous improvement.
- 4I1            S        HCC reports that improvements in processes and systems related to valuing people have occurred through AQIP Continuous Process Improvement Teams.
- 4I1            O        Further documentation of improvements is warranted. For example, the Brobst Center for Teaching and Learning Services is an important initiative for developing faculty to improve teaching and learning and linking attendance at specific workshops with improvements in student learning as reflected by assessment efforts would be one way to demonstrate the improvement cycle.
- 4I2            O        Until the College identifies or creates measures related to valuing people, it will be unable to set specific targets and document improvements.

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## **AQIP CATEGORY 5: LEADING AND COMMUNICATING**

*Leading And Communicating* addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision-making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:**

***Item    Critical Characteristic***

- O1c HCC is governed by an elected Board of nine trustees which employs policy governance, in which the Board's Ends Policies focus on outcomes not the methods by which these results are achieved.
- O8a The College is undergoing a significant change in leadership. A new President was installed in July 2005 and a new Vice President for Academic Affairs was hired January 2006, a new Vice President for Administration and Finance was hired April 2006, and a new vice president position was created and filled in July 2006 for College Advancement. Additional key senior administrators are leaving the College through retirement throughout 2006, and a senior dean was lost through death in 2006. In addition, nearly a third of faculty are nearing retirement age.
- O8g The college culture is one that supports slow decision-making. The institutional culture needs to become more problem-solving oriented with a cross functional team focus that naturally turns to its strategic plan and AQIP initiatives for guidance through a data-driven decision-making process.

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1a	S	The College has developed a future-focused strategic plan through an inclusive process that was based on studies of demographics, key stakeholders, trends and environmental changes. The College emphasizes the importance of engagement in external relationships to recognize and develop future opportunities.
5P1b	S	The President and vice presidents are visibly supportive of AQIP processes and AQIP process improvement teams. Hawkeye Improvement Program grants are available to all employees as a means of stimulating innovations that promote the "enhancement of the learning environment."

- 5P1c O The College's strategic plan appears to be the primary tool for alignment of directions with mission and values. However, it is unclear how the strategic plan reflects the needs of students and other stakeholders.
- 5P2a S HCC's leadership is strongly aligned with formation of external relationships and future partnerships to serve stakeholder needs, including participation in community, business and industry organizations and civic and economic development organizations.
- 5P2b O It is not apparent that the leaders have specific strategies for leading the institution as regarding the building and sustaining of a learning environment. It is unclear what vision the college has for its future, what it and its leaders hope that the college will become. Without such a vision, the College gives up a degree of control over its own destiny by allowing external forces to define what the College becomes.
- 5P3 S Decision-making authority lies with the Board, Cabinet, specified committees, President's Council, Academic Council, Student Senate, and collective bargaining. Each group communicates through minutes, postings, newsletter, and/or person-to-person. Both the defining decision-making authority and the multiple modes of communication strengthen the College's ability to function. Decision-making practices are distributed among various teams and committees who use demographic information, enrollment, graduation, and continuing education reports, and job placement data to support the decision-making process.
- 5P4 S The institution, in an analysis of regional demographic data in the past ten years and for the next fifteen years, identified a decline in the traditional age college population. This foresight caused the institution to increase recruitment of graduating high school seniors and the offering of college level courses in high schools. The institution also increased programming for adults age 55+. Five-year trends of graduates by degrees, diplomas, are used in decision-making concerning retention of programs.

- 5P4 O While data and information is collected, it does not appear that the leadership of the College has specific approaches or processes to use the data and information in the manner of a continuous improvement institution. It is not clear how data is used in day-to-day decision-making, especially in light of the reliance on autonomous decision-making.
- 5P5 S Communication occurs via the chain of command, electronic channels, meetings, and collective bargaining. HCC takes advantage of electronic channels to improve communication, such as Comlink video messaging and Hawkeye Happenings.
- 5P7 S A loosely defined but multi-faceted approach to succession planning capitalizes on leadership opportunities through committee and process improvement team participation, professional organization and conference participation, and participation in leadership development programs such as the Cedar Valley Leadership Institute, CLIC, and LINK programs.
- 5P8 S Board policy requires that executive team members are ready to lead the College in the event of sudden loss of presidential leadership. This is mapped and approved annually.
- 5P8 O It does not appear that the College has any long-term succession planning. Without a well-defined approach for succession of key leaders, it is difficult to ensure that the proper transition and maintenance of institutional processes and culture is maintained.
- 5P9 S The Employee Performance Evaluation process includes communication and leadership as criteria for all professional and administrative employees. Data from employee surveys about communication and leadership are used to consider the institution's culture with the results used to validate an emphasis on a developing a dynamic and externally focused organization.
- 5R1 SS Dynamic culture and externally focused culture results include support for faculty initiatives, creation of the Brobst Center for Teaching and Learning, AQIP Action Projects, voter approval of a bond issue, Strategic

Horizons Colleges membership, and 160% increase in the institution's foundation in 2005-2006.

- 5R2      OO      The College does not have benchmark comparisons for its results for leading and communicating. Without comparative data, the College will not be able to assess whether its performance levels are above or below stakeholder expectations.
- 5I1      O      It is unclear what improvement priorities and/or targets have been established in the area of leading and communicating.
- 5I2      O      Projects are present at HCC to improve leadership and communication throughout the institution. Setting targets for outcomes from these projects may lead to a more systematic process for improvement.

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## **AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS**

*Supporting Institutional Operations* addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:**

***Item      Critical Characteristic***

- O3f      Key stakeholder requirements include: cost-competitive educational choices, quality of education, personal attention, hands-on training, quickness of response to changing needs, flexibility to package programming to meet the needs of individuals and employers, convenience (time, place, mode of delivery by online, traditional, at community sites).

- O6a HCC's main campus in Waterloo sits on 320 acres and includes eleven major classroom and administrative buildings, a farm, and its agricultural buildings. The Foundation owns an additional 97 acres adjacent to main campus. The Metro Center near Waterloo's city center facilities serve ABE, GED, ESL and High School students who are at risk of dropping out of school. The Center for Business and Industry and Hawkeye Technical Access Center, [H-TAC], that concentrates on provision of high-end computer training are located in the state-of-the-art Cedar Falls Industrial and Technology Park, located 11 miles from the main campus.
- O6b The main campus and the Center for Business and Industry are served by the Iowa Communications Network (ICN). ICN is connected to every high school in the state, every college, every state agency, and dozens of public libraries. The College maintains five Educational Broadcast Service (EBS) classrooms in five county seat town high schools, in each of its off campus centers, and in eleven nursing homes in mostly rural northeast Iowa.
- O6c In 2003 the College established a center in Independence. This is the only significant facility outside the immediate Waterloo-Cedar Falls metropolitan area.
- O8c The success of a June 10, 2003 \$25,000,000 facilities and infrastructure bond issue has enhanced the College's ability to continue to meet its constituents' needs for traditional face-to-face delivery of education and training and to extend delivery through online instruction.
- O8i HCC is completing a transition from a legacy mainframe system to Datatel Colleague to manage its financial resources, human resources, academic programs, and student records. The College as a whole faces a serious and immediate vulnerability relating to this change. The capability needs to be rebuilt and wide-spread staff capability to extract and analyze data from the system must be developed.

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
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- 6P1a            S        HCC deploys several methods to determine students' needs including direct student feedback, departmental meetings and cross-departmental communications, surveys, curriculum review, statistical resources, involvement with professional organizations and compliance requirements. The reliance on multiple sources enables HCC to be responsive to the support services needs of its students.
- 6P1b            O        Some of HCC's processes appear to be informal and ad hoc. Systematizing and evaluating these processes and sharing/aggregating results may further improve HCC's responsiveness to the support needs of its students.
- 6P2             S        The administrative support services needs of staff, faculty and administrators are identified through the operations of organizational structure/communication, the implementation of the strategic plan and AQIP processes, and the use of surveys. The support service needs of the Board are documented in the Board's Governance Policies.
- 6P3a            S        Quantitative tracking of support service usage guides allocation of service activity and comparative analysis with past service offerings.
- 6P3b            O        The College has identified the need to document and evaluate the effectiveness of processes that encourage knowledge sharing, innovation, and empowerment, and would lessen duplication of effort and counter-productive actions. The implementation of Datatel Colleague and Helios are opportunities for improving these processes.
- 6P4a            S        Administrative and student service units at HCC rely on three data sources -- professional information and knowledge, experiential data, and hard data -- to make changes in student and administrative support services. This has resulted in improvements in recruiting and admissions processes, testing services, career services testing, and communication processes to students on suspension or probation.
- 6P4b            O        Most changes in processes involving student and administrative support services have occurred as the work unit level. Changes in service and

rationale for changes may not always be understood throughout the institution, which may contribute to organizational silos and limit communication.

- 6P4c O Those sources of information and results that are more informal and experiential could be translated into harder data by developing systems to capture this data, enabling staff to track trends over time and separate common cause variations from special cause variation. Without such systems in place, staff are at risk for tampering by treating special causes as common causes.
- 6P5 S Multiple measures of student and administrative support service processes are collected and analyzed regularly.
- 6R1a S The College reports results that include expanded bibliographic instruction, addition of resources in academic support, increase in prospective student and parent participation in *Focus on Friday*, addition of a student health center, and an AQIP Cross-Department Team revision of the orientation program.
- 6R1b SS Financial processes have resulted in improvements in bond ratings, continued positive audits, and comparable salary and benefits to peer institutions.
- 6R1c O Student support service process results are informally gathered and the results are not distributed widely. Without a systematic evaluation of processes and the reporting-out of results, the College may miss opportunities for improving the processes related to supporting institutional operations.
- 6R3 O While HCC has started to use comparative data available from the Iowa Department of Education and to gather more comparative data through participation in national surveys, the College has no results to report. The use of trends and benchmarks identifies targets for improvement.
- 6I1 S The College's Strategic Plan 2005-2010 serves to guide process and system improvements. Departmental Three Year Plans, AQIP Process Improvement Teams, the awarding of Hawkeye Improvement Grants, and

the College's membership in the Center for Community College Development Strategic Horizons define improvements in a collaborative and cross-functional atmosphere.

- 6I2a        O     HCC's process for setting and prioritizing improvement targets is unclear.
- 6I2b        O     The College has not developed reliable results evaluating and reporting processes allow comparisons over time.

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### **AQIP CATEGORY 7: MEASURING EFFECTIVENESS**

*Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:**

***Item    Critical Characteristic***

- O1c    HCC is governed by an elected Board of nine trustees which employs policy governance, in which the Board's Ends Policies focus on outcomes not the methods by which these results are achieved.
- O3f    Key stakeholder requirements include: cost-competitive educational choices, quality of education, personal attention, hands-on training, quickness of response to changing needs, flexibility to package programming to meet the needs of individuals and employers, convenience (time, place, mode of delivery by online, traditional, at community sites).

- O8g The college culture is one that supports slow decision-making. The institutional culture needs to become more problem-solving oriented with a cross functional team focus that naturally turns to its strategic plan and AQIP initiatives for guidance through a data-driven decision-making process.
- O8i HCC is completing a transition from a legacy mainframe system to Datatel Colleague to manage its financial resources, human resources, academic programs, and student records. The College as a whole faces a serious and immediate vulnerability relating to this change. The capability needs to be rebuilt and wide-spread staff capability to extract and analyze data from the system must be developed.

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7C1	S	The College uses an integrated administrative software system that permits the institution to collect, access, and use data in a systematic and secure way that can guide and affect institutional behavior and change. The College's U, V and W drives are used to store and exchange data and information among departments. In addition, specialized systems gather information relevant to curriculum and academic program review.
7P1	S	The College utilizes a variety of sources to collect data and utilizes that data to meet external reporting requirements and to support the enhancement of student learning, economic and workforce development, and overall continuous quality improvement. Data from effectiveness measures are available through the Datatel Colleague system. Longitudinal data records are archived.
7P1	O	The alignment of data sources with initiatives and their impact on the mission, vision, and values is not clear. This limits the College's capacity for using data and information to drive decision-making, planning, and continuous improvement, as information and data required for these

processes might not be available. As the Datatel transition occurs, the College has an opportunity to address this need.

- 7P2      SS      The conversion of the legacy system to a Datatel Colleague system has caused the institution to reconsider its approach and deployment of information to units. Processes have been established concerning employee accessibility to information and new reports are being developed. A new ANGEL learning management system software has recently been deployed to share data.
- 7P3      S        The College uses comparative data from the Iowa Department of Education, the Community College Survey of Student Engagement, and the National Community College Benchmark Project of 2006.
- 7P3      OO        The College hasn't reported data in a longitudinal manner, thereby limiting the ability to provide trend information. There is also a lack of comparative information and data. Without good comparative data, the College cannot assess its performance relative to its peers.
- 7P4      S        Data and information is distributed according to the Academic Effectiveness Measures chart. Data is analyzed at multiple levels of the organization. Reports are distributed through a variety of electronic modes of delivery. Most, if not all, units of the College are involved in measuring effectiveness.
- 7P5      O        Department and unit analysis of data in alignment with student learning and overall institutional goals is largely the responsibility of the professional staff who are hired to develop and implement the processes and goals of each area. It is not clear how often and in what manner departments report on the progress toward a department's initiatives or three-year goals, which may impede communication and progress.
- 7P6      S        There is a comprehensive administrative and information technology infrastructure that supports the appropriateness of software, data and user integrity, and overall system security for purposes of research and effectiveness measurements and for consistent service delivery. A back-

up system for the computing center ensures system integrity in the case of power outages or other problems.

- 7P7 O The College does not provide any evidence of evaluating its system for measuring effectiveness. The answer provided in the Systems Portfolio refers only to the measurement of the technical information system, not the measurement of overall institutional effectiveness.
- 7R1 S The Datatel Colleague Core Team addresses the long-term effectiveness of and sets targets for improvements for the system. The Core Team provides the support needed by new users of the new system to make it an asset rather than a hindrance to the College.
- 7R1 O The College might benefit from developing specific measures and analyzing the results to provide evidence that its system for measuring effectiveness meets the institution's needs in accomplishing its mission and goals.
- 7R2 O The College does not have comparative data outside its four-member College Alliance Sharing Technology (CAST) group for measuring the effectiveness of its systems. The College has an opportunity to use data to determine how its results compare with other higher education institutions and other organizations as it deploys the Datatel Colleague system.
- 7I1 O Although data driven decision-making is exemplified by employees at all levels, it is unclear how initiatives are determined and improvement targets are set.
- 7I2 S Deployment of the Datatel Colleague system allows the institution to establish improvement targets in order to provide information to employees to assist them with measuring effectiveness.

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## **AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT**

*Planning Continuous Improvement* examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your

institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:**

***Item Critical Characteristic***

- O1c HCC is governed by an elected Board of nine trustees which employs policy governance, in which the Board's Ends Policies focus on outcomes not the methods by which these results are achieved.
- O1e The mission of Hawkeye Community College is a globally informed community of successful lifelong learners
- O7a Although slow to convince employees, the college now sees itself in a competitive market, HCC considers itself vulnerable to competition from the 4 bordering Iowa community colleges, The University of Northern Iowa, the Waterloo branch campus of Upper Iowa University, Hamilton College's facility in the Cedar Falls Industrial Park, Allen College in Waterloo, online course providers, as well as area businesses with training or work opportunities.
- O8g The college culture is one that supports slow decision-making. The institutional culture needs to become more problem-solving oriented with a cross functional team focus that naturally turns to its strategic plan and AQIP initiatives for guidance through a data-driven decision-making process.

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.**

***Item S/O Comment***

- 8P1 S HCC has developed and implemented a strategic planning process involving key institutional and community stakeholders that resulted in the reaffirmation of the College's vision and values statements along with a new mission statement. This approach suggests a "culture of involvement" which is a principle of high performance institutions.
- 8P2 S HCC has developed and implemented processes to select and prioritize short-term and long-term initiatives that respond to the seven strategic plan initiatives of the college.
- 8P3 S AQIP Continuous Process Improvement Teams play the central role in implementing HCC's key action plans and communication these results throughout the institution.
- 8P5 O HCC's strong strategic planning process could be further enhanced by using comparative data and setting specific targets for institutional action plans.
- 8P6 S AQIP Continuous Process Improvement teams, Hawkeye Improvement Project Grants, and the Three Year Plans address resource needs as part of the implementation process. The AQIP Steering Committee considers resource availability when approving, modifying, or rejecting proposals. Grant funds are sought when institutional dollars are not available for recommended projects.
- 8P8 O HCC does not currently collect measures of the effectiveness of its planning processes. Establishing and collecting such measures may help the college to improve the process and to further engage faculty and staff in the planning process.
- 8R1 S HCC has 45 Three Year Plans covering College departments or academic programs that are being implemented in concert with the College's seven strategic initiatives.
- 8R1 O Results show the accomplishment of a variety of activities, but there does not appear to be a systematic alignment of these activities to strategic planning goals. Thus, it is unclear how well HCC is doing at meeting its strategic goals.

- 8R3            O       Plans for the future lack specificity and do not include targets for performance or clear measures. Comparative data with other institutions with specific targets will strengthen the institution's strategic planning.
- 8R4            O       HCC does not currently collect measures of the effectiveness of its planning processes, thus it is unable to provide evidence that the system for planning continuous improvement is effective.

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### **AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS**

*Building Collaborative Relationships* examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Hawkeye Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:**

***Item    Critical Characteristic***

- O1b    HCC is publicly supported and serves ten counties in northeast Iowa historically known for agriculture and heavy industry with a service area population of 207,000.
- O1d    The entire region has adopted a unified identity as "The Greater Cedar Valley" that has identified Hawkeye Community College as a key supplier of an educated workforce, a supplier of workplace training and the greatest supplier of community college transfer students to the University of Northern Iowa.
- O6b    The main campus and the Center for Business and Industry are served by the Iowa Communications Network (ICN). ICN is connected to every high school in the state, every college, every state agency, and dozens of public libraries. The College maintains five Educational Broadcast Service (EBS) classrooms in five county seat town high

schools, in each of its off campus centers, and in eleven nursing homes in mostly rural northeast Iowa.

- O7c A new casino is being completed within two miles of the campus and will initially employ 900 individuals in 2007. These jobs may compete for the interest of students, but the College is working cooperatively with the casino management to provide training and additional education to its employees.
- O8f The demand for college level instruction within the traditional high school classroom and within the traditional school day is growing. The evolving partnerships between Hawkeye and area school districts are one of significant growth potential because of funding incentives by the Iowa legislature.
- O8l Competition for students in the first two years of a four-year degree is accelerating. There is concern that this competition may lead to less cooperation among the community college and four-year institutions.

**Here are what the Systems Appraisal Team identified as Hawkeye Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
9P1-2a	S	The College describes its most important collaborative relationships in approximate priority order with some evidence that these collaborations are successful. These relationships are critical to the accomplishment of the College's mission and goals.
9P1-2b	O	While the College places emphasis on creating and building relationships, it is not clear that a systematic process for prioritizing and building those relationships exists. Likewise, it is unclear how the effectiveness of relationships is being measured.
9P3	S	Creating and building relationships within the College is fostered on three different levels: formal organizational structure, cross-departmental groups, and through social activities. The college uses a variety of

interdepartmental meetings and committees to foster and maintain internal partnerships.

- 9P4a S The college has identified, collected, and analyzed several external measures of building collaborative relationships and is working on expanding measures in currently unaddressed areas. The organization uses nine measures that are collected and analyzed throughout the year.
- 9P4b O Baseline data is not available to determine trends and to provide comparisons, particularly for internal collaborative relationships. This limits the College's ability to measure progress.
- 9R1a S HCC has strong relationships with district high schools especially Waterloo, which have yielded significant positive results. HCC also has strong relationships leading to positive results with business and industry. HCC is also able to compare a few measures against other institutions.
- 9R1b O Although the College lists seven different categories of collaborations, accessible, data of results is indicated in very few areas. It is unclear how these collaborative relationships are contributing to tangible results such as new admissions, higher enrollment in credit hours or headcount, and overall retention.
- 9R2 OO HCC provides only limited comparative data for the measure of collaboration. HCC may benefit from comparing its results with benchmarks for building collaborative relationships.
- 9I1 S The College's Grants Office includes collaborations and partnerships early in the grant seeking process. This process has had a positive effect on recent successful grant completion and awards.
- 9I1 O HCC develops collaborative relationships through personal relationships. However, it is unclear how HCC improves its processes and systems for building these relationships. Use of personal relationships to build collaborative relationships suggests that succession planning may be important to sustaining these relationships.

- O HCC has targeted for improvement collaborations linked to expanding educational and employment opportunities for students. Responsibility for the various collaborations is assigned and documented. However, it is unclear how data is used to establish improvement targets for each of the targeted populations.